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CHALLENGE FOR CHANGE

Conference Report

Western Regional NASCOVE

September 11 - 13, 1985 **Helena, Montana**

Montana Thanks Participants and Key People

Montana State Council members wish to thank everyone who helped make our conference a great big success. The participants were the number one reason the meetings were useful, interesting and worthwhile. Everyone came to the conference ready to learn, share and grow together to become more effective council members. Attitude influences the atmosphere and it was obvious to us a very positive attitude existed here in Helena.

We'd also like to send a special and warm thank you to Montana's Governor Ted Schwinden who spoke to the group with wisdom, sincerity and understanding of our role and responsibility as State Councils. Speakers John Kirk, Superintendent Ed Argenbright and Lonnie Nations each challenged us to think, reflect and move toward active involvement in helping strengthen vocational education for citizens of our United States.

Elizabeth, Ivo, Karen and Rosie also gave a great deal to help make the conference useful and on target. Thanks to these speakers and the others in each group who added relevant and interesting insights, experiences and knowledges to the discussions.

The conference planning committee wholeheartedly thanks each of you for your investment in the conference we hosted for you.

THE MEETING BEGINS

The Western Regional meeting of State Councils on Vocational Education began in Helena, Montana, at 7:30 p.m., September 11, 1985, with a get-together in the Natatorium at the Colonial Inn. This initial activity provided a chance to visit friends, meet other participants and plan various activities for the next two days.

On September 12, at 8:00 a.m., George McCallum, chairman of the Montana Council, called the conference to order and welcomed everyone to Montana. Unfortunately, our big Blue skies were concealed by fluffy rain clouds, but the emotion of welcome remained warm and big. Bob Hokom from the Montana Council shared an invocation and representatives of Montana's youth organizations led us in the Pledge to our flag. The youth also introduced the organization they represented and themselves. Superintendent Ed Argenbright welcomed participants as well and wished us energy and motivation to use this conference experience to learn together.

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Vocational Youth Organization representation present an opening flag ceremony.

Kirk Explores The Future? Or Is It The Present?

John Kirk, the keynote speaker, shared with conference participants his dynamic talk titled, "Most People are Techno-peasants." John is a 43-year employee of Mountain Bell . . . now holding the position of assistant staff manager in the executive department. He heads the company's speakers bureau and community relations. Kirk is a member of the National Speakers Bureau and lectures throughout the United States. Kirk discloses the fast pace of technological advancement and how it affects jobs, privacy and humanity. His comments were a perfect beginning for the 'Challenge for Change' conference.

Kirk's presentation included many hard to believe facts and possible futures representing communications technology. His speech kept many listeners spellbound. Key statements and information Kirk shared with participants are listed below, as heard and interpreted by the recorders and the writer of this summary:

1. Every human voice is distinctly different. There are instruments that can pick up voice transmissions (words) even after they have been spoken. Kirk said voice transmissions never die, they just move on out into space.

2. Language/voice translators will be available to the general public in the near future. These devices are programmed so that a person can speak one language into the translator and the other person hears a different language. The United Nations has used these devices for years.

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Governor Schwinden Comments to Councils*

Thank you for inviting me here today. I'm pleased to be able to welcome so many of you from communities outside of Montana. Like you, we're proud of our home state and hope you will enjoy many of the attractions of "Big Sky Country" while you are here.

I'm also pleased to meet with this specific group, partly because your conference theme "Challenge for Change" strikes the right note as we "Face the Music" that lies ahead. The entire educational delivery system has been facing challenges for renewal and improvement in recent months, but I can think of no group more essential to our progress than those who accept the responsibility for the planning that will shape America's workforce in the coming decades.

Your task may be envied by few, but your willingness to take it on ought to be respected by all.

Even a well-informed layman, upon assessing the profusion of signals the experts use to predict the future, must feel an overwhelming awe and an urge to throw up his hands and say "Let the chips fall where they may!" (If there's a majority opinion, it's probably that the "chips" are made of silicon and that we should at a minimum prepare to assemble them).

Because events during the grand-scale economic revolutions of the past outstripped people's efforts to plan for them, the many unintended and unanticipated consequences have been costly. Fouled air, injured or killed workers, desperation and depression all accompanied the "progress" of industrialization. Piles of hazardous wastes, long-term occupational disease, and underemployed populations continue to linger past the economic booms of the post-war years. Currently unknown, but potentially equally unsettling, side effects await our communities in the wake of the "information age" or the "technological revolution."

While to date the attendant evils may have escaped detection, what is dear is that American society wants to proceed into a new economic reality with a healthy sense of direction and control:

—— We don't want to train thousands of welders to do jobs that robots will take over.

—— We don't want to train office workers for jobs that computers will do better.

—— We can't afford to expend a generation's resources on Victrola repairman with the age of stereo already upon us.

In short, I think the country realizes that "letting the chips fall where they may" means that, indeed, an economic revolution of some kind will roll over us. Times will change, and if we aren't adequately prepared, tomorrow will arrive nevertheless, but at great personal cost of millions of workers, and at great economic cost to America in its desire to be at the forefront of nations.

The country wants someone to claim responsibility for figuring out what should be done, and there is great hope that you folks and your colleagues will be the ones with the commitment and foresight to get the job done.

If it's any consolation, I doubt that anyone expects the job to be done perfectly the first time. Politicians feel the pressures from those who want to hold on to the realities of the past, and those who are urging early action to prepare for entirely new features of a 21st century economy. I think the average citizen also senses the quandary. And since the prognostieations of Jeanne Dixon find currency only in the supermarket tabloids, there is widespread recognition that no one body of academicians, politicians, or others is going to be able to predict the future accurately.

Society anticipates false starts. There may already be reaction to the relatively recent noting that everyone will have to know how to run a computer. In my days as a school board member in the Sputnik Era, overhead projectors, tape recorders and the like were going to be the classroom technologies to help us catch up the the Russians. The hardware tended to gather dust, but lots of the innovative ideas and policies about education helped us improve.

Despite its current promise, it might turn out that laser technology, for example, is rendered obsolete by something new, and efforts you put in place to prepare employees for that field will have been misplaced.

Montana Governor Ted Schwinden speaks to conference participants.

My own sense is that you will find the public tolerant of such specific missteps, but unwilling to endure a future where American workers lack familiarity with the general skills and knowledge our society will need.

Your "Challenge for Change" is to provide direction and flexibility to the movements afoot, and not to merely seek avenues that will allow a few to avoid being trampled in the stampede.

Providing direction means tackling head-on the question of what large parts of our economy are destined to disappear, and making your best judgment as to which new or smaller fields will emerge in their places.

Providing flexibility means recognizing that life-long careers performing the same skill might not be possible in the future, and that a worker well-grounded in the basics of his field will find retraining easier and less expensive than one trained only in a specialized skill that becomes obsolete overnight.

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Futurists are an interesting lot, and I enjoy exposure to their imaginings. I would never feel confident having to deliver a lecture like one of theirs, however, and I don't presume today to know what changes in curriculum and training you should advocate. I do ask that you advance those changes carefully and thoughtfully, because people are going to be predisposed to accept what you recommend.

While the prospect of a receptive public would sound like heaven to most proponents of educational change, it adds to the burden of your responsibilities. America will rise or fall in the international economy depending on how well we respond to the challenges of change. The diversity and decentralization of our education system may be a great asset—in the midst of all this, someone, somewhere, must be doing things right! Those same characteristics, however, make it necessary to be constantly on the lookout for those programs that are on the right track, and to be ever willing to adjust our own plans to capitalize on success gleaned from others.

Regional conferences like this one hold promise for that exchange of information, for testing new proposals among people of like commitment, and probably for bolstering each other's confidence that the task is not insurmountable.

In conclusion, I would add that you won't be entirely alone. While the rest of us may be looking to you for solid direction, we know the accomplishment of change will require much broader effort. State governments are renewing their interest and commitment. Federal commitments to past education programs may be waning, but the coupling of education to future economic productivity may open new doors. Education continues to be a high priority of the American people and local taxpayers—providing them a sense of the worth of their investment will go a long way towards winning their support for changes.

George McCallum left thanks the Governor and awards him a hand-tooled leather clock.

Were we to do nothing, unintended consequences would occur to the maximum. Putting forth our best effort, the new economic revolution ahead can result in renewed greatness, with benefit to the maximum.

Thanks for doing your part.

*Complete Text of Governor Ted Schwinden's Speech

Peterson, Ryals, Roospold and Stocker lead Discussions

Cooperative Activities JTPA and Vocational Education

Rosie Peterson and Karen Ryals, were the presentors for this discussion group. The focus of their presentation related to activities in Alaska that have allowed for and promoted cooperative activities between JTPA and vocational education.

In Alaska, a committee has been established called the JTPA Coordinating Committee. The purpose of this committee is to provide a forum for planning, coordinating and implementation of the Section 123 JTPA 8% funds. The committee consists of: (1) three representatives of the education consortium, (2) three representativesof the private industry councils, (3) a respresentative from the State Job Training Coordinating Council, (4) one representative of the JTPA staff in the Governor's office, and (5) one respresentative from the Governor's Council on Vocational and Career Education. The committee carries out the following functions:

(a) provide technical assistance for the development of the 8% Section 123 plan for the Education Consortium;

(b) develop the PIC/Education Consortium/Vocational Education Act coordination agreements;

(c) develop mechanisms for information sharing;

(d) improve communications; and

(e) foster education/private industry/employment linkages.

This committee has promoted the signing of several agreements of cooperation. These agreements outline the roles and responsibilities of the various groups of people appropriately involved in education and training programs.

It was apparent that the Alaskan Council on Vocational Education played a major role in bringing key people together in a cooperative mode. The council chose a good time and shared an enthusiasm for cooperation to benefit people who need education and training.

Representatives from several other states explained various activities in their respective states that encouraged cooperation between the JTPA and the vocational education administrators. In Colorado, any proposal that comes to the state for vocational education funding must have local PIC sign-off. In Nevada, the PIC's and local school boards have worked together to develop an open line of communication. This is very useful to ensure communication and coordination at the grass roots level.

Three main points identified by this group to promote cooperation between JTPA and vocational education are as follows:

1. Participants must believe cooperation can happen.

2. More positive spinoffs will be realized than you can imagine.

3. Councils need to nurture the right climate and capitalize on the right moment to ensure reasonable, effective cooperation.

Jim Schultz and Kathy Laing helped manage this discussion group and reported key points to other participants. Thanks to Karen, Rosie, Jim and Kathy for helping us think about cooperation to more efficiently use education and training dollars.

Colorado "First" Customized Training Program

Ivo Roospold, the presentor for this discussion group explained customized training as a lure to attract industry and people to certain areas of the country. This training is needed because technological change is forcing companies to seek specialized training. Training programs that are already available are an inducement to companies; especially programs which have cooperative effort from the public and/or private education systems and from industry.

The Colorado "First" program has worked with sixty companies and 1,300 trainees. The program is now operating on a $1,000,000 budget which is jointly funded by federal and state funds. They work closely with the State Board of Community Colleges and the Department of Economic Development.

"First" acts through Community Colleges and Area Vocational-Technical schools. The schools deliver the training, usually at the industry using the industry's equipment. These are "one-shot" programs for new or expanding companies; not on-going training programs. Costs covered by "First' include teachers' salaries, curriculum development, travel, leasing of space or equipment (if necessary). Economic development of Colorado and putting Colorado people to work are the main purposes of "First".

Guidelines for setting up a similar program:

1. Support training that will return investment of dollars to the state within two years, not minimum wage programs or seasonal/temporary jobs.

2. If specific program training is available in an existing Community College, don't duplicate. You can augment as to specialized company needs. Your objective is that the company is satisfied with the results of the training program.

3. Flexibility will allow filling in gaps to become extremely specialized.

Trainees are not guaranteed employment; the company has that prerogative. New jobs (70-80%) are created from expansion of existing companies rather than from new industry.

Training costs in Colorado:

$500.00 — average costs per trainee to "First"

$1,800.00 — FTE cost

Bob Hokom, Kay Johnson and Tom Sahlberg helped manage this discussion group and shared the information presented to the other conference participants. Thanks to each of you for helping.

Consultation With The State Board During The Planning Process — How Did It Work?

Elizabeth Stocker, council member from Washington State, presented some basic information and reviewed sections of the Carl Perkins Act that related to consultation. She then asked everyone to introduce themselves and to prepare to share specific information about the planning process within their state.

The following questions were posed and answered by representatives from most western states.

— How does your council define 'consultation'?

— What criteria does your council use to evaluate vocational education?

— Is your council consulted when amendments are made?

— Should the State Plan be a compliance document or a comprehensive plan?

Following a great deal of discussion, and useful information sharing, the following several points seemed to emerge.

(1) The state plan written for use of the Carl Perkins Act money is usually viewed as a compliance document.

(2) Each state should probably try to develop and adopt a comprehensive plan for vocational education much broader than the compliance state plan.

(3) The state councils had been given more responsibility to participate in the planning and evaluation process.

(4) State councils constantly should participate in useful, reliable projects and disseminate project results to help increase visability of vocational education nationwide.

(5) All councils should develop constant ongoing consultation with the state board in their states.

(6) The Carl Perkins Act puts the council in an interesting position by requiring the state plan be approved before the state council can receive their grant approval.

(7) Vocational education needs to be managed more like a business rather than a government program.

Mary Thoman Harrower and Joe Fields assisted with the management of this group and played a key role in keeping the group discussion moving in a worthwhile and productive fashion.

Conference participants discuss state council consultation with State Boards of Vocational Education.

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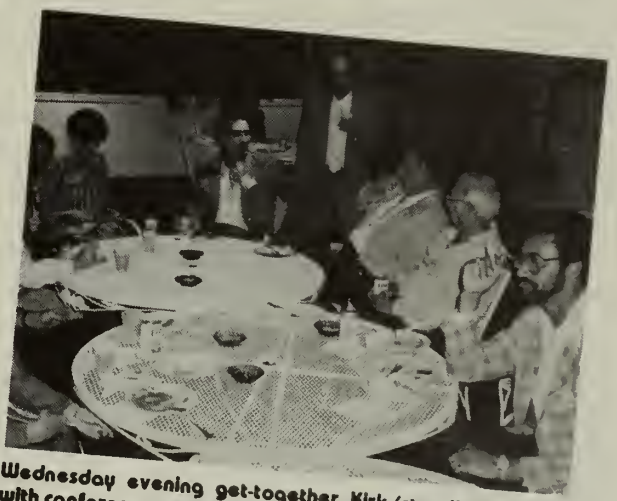
Memories

Lonnie Nations receives a handtooled leather clock made by Montana Council member Duane Gebhardt (left) as George McCallum (right) observes with pride.

Ivo Roospold speaks on customizing training programs Colorodo Style.

Glenn Roush as Presiding officer at Thursday's luncheon.

Karen Ryals speaks of Vocational Education and JTPA cooperation in Alaska.



Wednesday evening get-together Kirk (standing) visiting with conference participants.

Registration with a touch of western intrigue.

Attentive participants listen to successful state project presentations.

States Report Successful Projects

Alaska

Rosie Peterson reported on Alaska's activities to **Bring the Mentally and Physicaiiy Challenged into the Workforce.**

The Alaska state council is spearheading a statewide effort to raise the level of awareness regarding challenges faced by handicapped and disadvantaged citizens. This effort is a follow-up to the conference, "Barriers to Employment", held August 1984 in conjunction with our own Western Regional meeting.

Several different agencies and groups of people are working together to eliminate employment barriers by developing open lines of communication and opportunities for employers to learn more about the needs and skills of those challenged by special circumstances.

The council is hoping to help citizens of Alaska by organizing two symposiums to be held in Anchorage. The first will focus on identifying and discussing specific problems of the mentally and physically challenged and the second will identify solutions to the problems identified. The council will then use the information gleaned from these symposiums to recommend to relevant state level administrators and decision makers improvements in employment and training programs.

The Alaska council has approached a serious problem with energy and enthusiasm. Great plans. Thank you for sharing them and good luck.

Arizona

Kathy Laing reported on the **Public Hearings held in Arizona.** Seven hearings were jointly sponsored by the State Council, the Department of Education and the Arizona Business and Industry Education Councils. In the past, it seemed that during public hearings, the State Education Department often answered lots of questions regarding operations and administrative procedures. The public hearings held recently were managed so that ideas and concerns, rather than questions, were solicited from the participants. These ideas and concerns were compiled and developed into input statements to be used as part of the state plan process.

Gene Blue, another Arizona council member, reported on the **Council Involvement in Secondary and Postsecondary School Evaluations.** The process began last year and was a combined effort involving federal law mandates, the North Central Association Evaluations, Department of Education and the Council. Twelve high schools were due for the North Central Association evaluations. After several meetings, a process was developed to conduct the vocational education evaluation at the same time as the North Central Association. The evaluation eliminated a second visit to the campuses by a group of people and disturbance of both staff and students. Council members served as evaluation team members on eleven of the twelve evaluations held last year. The evaluations took two full days, spread out over three days. By combining the vocational education evaluations with the accreditation visit a financial saving was recognized by the council. The process is presently being developed for postsecondary evaluation. The Arizona council has focused on a problem and found an efficient, agreeable solution. Nice work.

Colorado

Beverly Fritschner, chairman of the Colorado Council on Vocational Education, presented Colorado's activities to **Expand the Public Awareness of Vocational Education** throughout Colorado. The state council in Colorado has, for the last couple of years, produced a concise, visual account of vocational education activity within the state. This publication, an attractive ten page booklet, can be reviewed at a glance and tells an important story quickly. Thousands of copies are printed and distributed to state legislators, local school boards, community college governing boards, teachers, administrators, business leaders and the general public each year.

As a follow-up to this activity, the council, in cooperation with the state education department, developed a seven minute video tape that shows vocational education in action. The video tape uses information, graphs and statements from the booklet. This video tape was produced by Aims Community College in Colorado and distributed widely to expand the public's knowledge about vocational education activities, financing, needs, accomplishments and goals.

Conference participants were shown the video tape and were clearly impressed. Colorado staff will provide other states a copy of the video tape at cost — call Dale if you are interested.

Hawaii

Roy R. Yonahara traveled almost one-third of the way around the world to share with conference participants **A Successful Approach to Needs Assessments.** The Hawaii council has taken their responsibility seriously to assess the extent to which vocational education, employment training, and vocational rehabilitation represent a consistent, integrated and coordinated approach to education for employment in their state. When conducting a needs assessment, the council focuses on

one main area or occupation to be studied. 'Researched', is a more accurate description of the process used.

The Hawaii council has felt a great deal of satisfaction since most of the recommendations they make, based on their needs assessments, have been implemented in Hawaii. They list the following reasons for their consistent and repeated success.

1. **Objective data and information.** All council recommendations are based on research studies and data, surveys, or interviews.

2. **Dialogue with key bodies and leaders.** The council makes an effort to present 'study results' to key decision-makers such as legislators, State Board of Education, and State Board of Vocational Education.

3. **Planned coordination.** The council focus is on the specific subject or occupational area the state education agency has planned to review. The council studies are then timely and useful.

4. **Open communication.** The council tries to spring no surprises. The state council provides all questionnaires and evaluation forms planned for their use to the State Board of Vocational Education prior to the assessment activity.

In summary, the Hawaii Council believes its keys to success are: 1. a commitment to fairness and objectivity, and 2. constant and open communication among the council and various vocational education agencies and decision-makers.

We thank Roy for sharing the Hawaii approach and the fine example his council sets in fulfilling a most important federal mandate.

Idaho

Blaine Stevens, Idaho chairman, reported on the project to formulate a State Plan for Vocational Education in Idaho, **A Plan for New Directions in Vocational Education in Idaho.** This is a cooperative effort by the State Vocational Education Division and the State Council on Vocational Education. Planning committee Co-Chairpersons are Wally Smith, Public Relations Officer for Boise Cascade Corporation in Boise and Deneise Crace, teacher at Meridian High School, Meridian.

The Idaho Council has set a goal for completion at 14 months which will be January, 1987. This will be a master vocational education plan for a five to ten year period inclusive of the "Federal Fund Plan." Involvement will be solicited from the Idaho School Board Association, the Principals Association, Superintendents Association, Idaho Vocational Education Association and other interested groups, i.e., business industry, etc. The State Council will conduct public hearings in cooperation with the Division and will help analyze and formulate the project.

Montana

Duane Gebhardt reported that in Montana the council has hosted six local **Advisory Committee Workshops** during the last three years. These workshops were held at rural schools and all committee members, teachers and administrators within a 50-mile radius were invited. This usually included about ten schools. Generally, about 40 people attended the workshops.

The workshops included presentations, focused discussions and summary activity. The state council staff prepared a packet of materials for each participant which included an advisory committee handbook, a statement of purpose for advisory committees, likely problems to avoid, a list of potential activities for advisory committees to organize and membership check lists.

Two aspects of these workshops seemed to stand out as important. First, advisory committee **activities** were discussed, not just functions and purposes. The participants often noted that following the workshop they had an idea **how** to do what they were supposed to do. The other important aspect of the workshop related to the interaction between the teachers, administrators and committee members. The Montana council members and staff were able to function as outside resource people and focus the discussion on areas of concern. This focused discussion eliminated many anxieties and highlighted the importance of open curiosity and communication solely for the purpose of improving programs for students. Advisory committees are involved to advise. Teachers, administrators and advisory committee members need to trust and share to help students efficiently.

The Montana Council recognizes that local advisory committees are a very important part of a complete and quality vocational education system. The orientation and support of these groups is an ongoing activity the Montana Council is proud to support.

Nevada

Mike Rask explained the **Futures Activities in Nevada.** The Nevada Council has focused hard on thinking about the future. The council is conceptualizing its role as a group to ask hard questions such as:

1. What and who is vocational education serving now and potentially in the future?

2. From the student perspective, is the education and potential employment satisfying — what do students expect, what do they get?

3. Is vocational education efficiently and effectively serving our society?

Asking these questions and focusing seriously on these issues is a different role for the Nevada Council. It may be difficult they realize, but they believe it is their duty.

They have developed a threefold plan of action. They recommend: First, a master plan for vocational education should be written and adopted; second, a compliance plan should be written and sent to Washington; and third, that the total vocational education leadership and funding should be transmitted to the states by the year 2000. The council believes that management and funding for vocational education is a state responsibility and the state must plan for a viable future if worthwhile vocational education is to exist.

The Nevada Council is focusing on broad issues and plans to be a proactive force setting the stage and asking questions to strengthen the future of vocational education.

New Mexico

Eva-Maria Morin, program specialist for the New Mexico Council, shared with conference participants how **The New Law 98-524 Means a New Council.** The New Mexico Council held a two-day retreat as their first organizational meeting. The purpose of this retreat was fourfold. First, the council members familiarized themselves with the Carl Perkins Act. Second, they studied the status of vocational education in New Mexico for a greater understanding. Third, they set goals for the council's plan of action. Fourth, they set direction and planned specific strategies for the council's first program of work.

The council plans the following activities:

A. Evaluate secondary and postsecondary programs throughout New Mexico.

B. Provide technical assistance to teachers and local committees.

C. Conduct a public relations program to include: (1) media, (2) newsletter, and (3) legislative input.

D. Participate in "Join a School" program.

E. Co-sponsor a statewide job fair for postsecondary schools.

F. Produce an annual report of council work.

G. Conduct regional hearings.

H. Coordinate with JTCC & PIC

I. Participate in dialogues with New Mexico Education Department.

J. Support an Ad Hoc Task Force on Corrections Education.

K. Prepare testimony for legislative committee on vocational education.

The New Mexico Council plans to actively pursue the mandates outlined in the Carl Perkins legislation. It appears they have a well developed and accurately targeted set of goals adopted to pursue during this fiscal year.

North Dakota

Beverly Haas enthusiastically shared with conference participants the status of **North Dakota's council reorganization.** She was pleased to introduce Larry Barnhardt the new executive director, who is returning to his home state. Larry and Bev have been working together planning for the council office relocation, upgrading the second council staff position to adminsitrative assistant, purchasing an I.B.M. personal computer, and orienting the eight new council members.

Bev explained that the council is holding a retreat in mid-September to finalize the new council structure and organize and adopt a council-agreed-upon program of work, which will clearly be based on the mandates of the Carl Perkins Act. Larry has proposed a committee structure for the council. The four committees, to include three to four members each are: 1. Committee on Educational Policies; 2. Committee on Educational Outcomes; 3. Committee on Private Sector Initiatives; 4. Committee on State Planning.

Council members and staff in North Dakota are excited about this new beginning and are looking forward to positively influencing vocational education in their state. Members of the Western Region welcomed Larry and offered our assistance at any time.

Oregon

Jim Sayer and Alden Knapp reported on a project measuring **Local Advisory Committee Effectiveness and Utilization.** The State Council received a grant from the State Department of Education to develop a reference manual and orientation booklet for use in providing technical assistance to local advisory committees. It was determined that base line data would be necessary to know if technical assistance efforts made any difference in the effective utilization of local advisory committees.

The Council chose to develop and send a survey to 1,067 secondary and 424 postsecondary vocational program teachers and administrators. The survey was designed to gather useful data, to serve as an instructional tool and to reward local administrators and teachers for properly using local advisory committees. The data gathered was useful because when compiled, the council was able to understand local advisory committee activity and procedures. Based on this current data, the council was able to develop plans for increasing effective use of local advisory committees.

Following this research project, the council joined with staff at Oregon State University to write a handbook-reference manual to be used by committee members, teachers and administrators to increase effective utilization of local committees. The reference manual should be extremely useful in Oregon because it was developed on the unique needs in Oregon, identified through the research project.

Utah

Jack Higbee shared with the conference participants the Utah Council activity to **Build Vocational Education Image Through Business and Industry Cooperation.** The Utah Council has recognized that there are many forces in Utah that encourage students to pursue a college preparation curriculum while in high school which detracts from their options to participate in vocational education. Enrollments in vocational education have been declining recently and the council believes this is a serious problem. They decided to organize a cooperative effort with business and industry to advertise the benefits of vocational education.

The Council contacted many different businesses and industries and asked if they would like to contribute to the development of an information campaign. The Council had a full page poster developed. The poster included a catchy, accurate statement about vocational education and a list of supportive businesses.

The poster was used as an advertisement in a Sunday edition of major Utah papers, distributed to high schools and made into a 8½" x 11" flyer to be distributed to students. The telephone number of the Utah State Council was on the poster so that students could call for additional information. The poster functioned as a many-faceted method of distributing important information to a wide variety of people.

The Council accurately perceived a problem and enthusiastically planned a successful activity to influence the situation.

Washington State

Dennis Coplen described several **Successful State Council Projects** and distributed copies of various documents which illustrated the essence of other successful projects.

The Washington Council has cooperated in the development of a slide-tape program that accurately and interestingly illustrates the activities in vocational education and clearly explains the value of vocational education for high school students. The slide-tape was actually produced by the Washington State School Boards Association and has been used as an audiovisual tool to help explain vocational education to school board members. This quality tape has definitely helped to impress school board members of the role of vocational education as part of a complete high school curriculum.

The council has produced a complete and useful 53-page pocket guide titled, "Advise for Action" to be used by local advisory committee members. This pocket guide includes an overview of rules and regulations, membership catagories and evaluation guides, to mention only a few content areas. The booklet is not inclusive of all information but it certainly is a valuable resource. The council has also produced a supplement to "Advise for Action" which is a flyer for educators. This flyer clearly outlines the educator's role. Both products are an illustration of the Washington State Council commitment to further citizen participation in the decision-making process that affects the lives of young people.

Wyoming

Mary Thoman Harrower, chairman of the Wyoming Council on Vocational Education, explained the method agreed upon by her council to conduct **Vocational Education Public Forums** in Wyoming.

The council agreed upon two objectives:

1. To provide an opportunity for representatives of mining/mineral extraction industry, light industry, labor, education, agriculture, retail businesses and service industry, to openly discuss thoughts related to vocational education in their community.
2. To provide educational planners basic employment projections for planning and management decisions for vocational programs.

The process and format for organizing the hearings includes selection of a community and people to serve on a select steering committee. The steering committee is composed of representatives of mining/mineral extraction industry, light industry, labor, education, agriculture, retail business and service industry. These people meet to discuss forum goals and objectives. Each member of the steering committee identifies five to seven other people in the community to invite to the forum.

The forum then happens during an evening dinner when participants discuss issues related to the following questions.

1. What developments do you see happening in our community in your area of employment? (Immediate and long-range)
2. What kind of employees will make up the workforce?
3. How can vocational education assist in preparing these employees?
4. How can 'we' get Wyoming people ready for the workforce?
5. Are there needs for transitional training programs?
6. How should we and who should be providing training for dislocated workers?

The Wyoming council is seriously attempting to gather information from the private sector throughout their state. It is with this information they will make positive strides to strengthen vocational education in Wyoming.

Many conference participants tour the Gates of the Mountains. What a good time.

Lonnie Nations Speaks of the Best Education

Lonnie Nations speaks on Vocational Education and flexibility at the Friday luncheon.

Lonnie Nations, the NASCOVE President and Western Regional Conference Friday luncheon speaker, helped all conference participants re-energize their personal commitment to vocational education. Lonnie has a very strong personal motivation to promote the best of vocational education and to improve the total system to better fit within the current economic climate. His speech left the conference participants with an important message of Be Awake, Be Flexible and Be Willing to Grow, Change and Meet the identified needs of those anxious to learn job skills.

Lonnie illustrated his interest and apprehension for the current situation by sharing with us some important thoughts, observations, beliefs and facts. The keynote speaker, John Kirk, shocked and scared some of the conference participants. Many were concerned that vocational education may not be perceived as a necessary part of the future as described by Kirk. Nations reminded participants that regardless of the technological climate, there will always be a need for vocationally skilled workers. For example, employers will always be employing people to produce, transport, repair and service equipment. Very few products, if any, last forever and therefore technically trained employees will be a continuing part of our labor market. Lonnie acknowledged much in the field of vocational education will change, and jobs will be different. Nations stated he believes vocational-technical education will be just as important in 2003 as it is today, especially if vocational educators stay attentive to the needs of business, industry and labor, and the innovations that daily affect the workplace.

Throughout his luncheon address, Lonnie asked conference participants to reflect on their personal responses to various questions. At this point he asked several questions: Are vocational educators ready and/or willing to provide training for the changing workplace? How, as councils, are you helping vocational educators become prepared for the future? Are council members adequately aware of current problems, technological advancements, identified needs of employers and employees, and vocational program content? Are all recommendations and statements made by your council carefully based on all available information?

Lonnie spoke briefly about other training programs he has watched recently. Private vocational techincal schools and JTPA training programs are taking advantage of the value and general interest in good vocational technical training. Lonnie outlined a potentially typical experience for any unskilled, or underskilled individual interested in joining or rejoining the labor force. The experience will include careful assessment of personal interest and abilities, comparison of interests to available employment, review for training opportunities, assignment of specific federal funds, participation of individuals in a training program and placement on the job. This might all occur in 90 days, every two years, for that individual, and be completely financed by federal dollars. Lonnie asked conference participants to think about that scenario and determine how, where and if vocational education as we know it today is, should be, or will be a viable partner in that process? Private schools will be part of the process if it is going to be that way. JTPA money is already funneled to training in that way. Where is high school and postsecondary vocational-technical education going to fit in? Is it flexible? Are those educators awake?

Nations, a representative of the private sector, reminded us that employers do not care who trains employees. Business and industry only care that employees are trained with proper skills and ready to enter the workforce with a positive, productive work attitude. The private sector recognizes that we are living in a global economy. Educators must be willing to look beyond their small communities and participate energetically in helping to satisfy the needs of a larger community.

Nations acknowledged that the Perkins Act has presented councils with new challenges and new responsibilities. Councils have been forced to build bridges and create cooperative arrangements to help prepare people for active, successful involvement in the labor market. This is good. Councils must move energetically forward as leaders to help vocational education be a viable part of the future.

Lonnie ended his speech and our conference with a compliment to everyone for their dedication and commitment to vocational education. He said he looks forward to working with council members for the benefit of a great vocational-technical education system.

We thank Lonnie for his insight, serious questions and enthusiasm.

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3. Before long, the microphone, amplifier and related equipment will all be in one small component and able to fill the room with perfect sound.

4. It is currently possible to implant a frequency transmitter in a person so that the location of that person can be monitored. Six states currently have legislation pending to use this kind of implant in prisoners.

5. A device can be added to a television so that the television can sense who is watching. This device senses the Body Aura, which is a set of heat waves that are emitted from the body. This body Aura remains to some degree even after the person moves and might possibly be recorded by a unique type of camera.

John Kirk speaks of communications technology.

6. Medical technology/medical implants may be used for genetic treatment of various mental and physical disorders. Someday there may be brain implants that will enhance intelligence.

7. Size of computers has changed drastically. Thirty-nine years ago a computer filled the whole room; today, three times the information can be stored in the area of a half dollar.

8. Space and life in space will be the focus of many jobs in the future. People will be the workers needed to build space malls and production plants.

9. Laser and fiber optics are here to stay. One mile of fiber optics will transmit 18,000 telephone calls and one television show simultaneously.

10. Extensive use is being made of robots in many different places. Two specific uses are in automobile factories and street corners in Japan to direct pedestrian traffic.

11. Many technological advancements are perceived as an invasion of privacy. Kirk asked participants to think about how society should deal with this potential problem.

12. Young people must become more and more aware of information systems and communications technology.

Kirk's presentation of these facts was fascinating, interesting and almost unbelievable. His delight in sharing this information was refreshing. There is so much to know and so much to learn. Our exposure to technology is often rather limited and specific to our immediate surroundings. Kirk reminded participants to "wake up", read, discuss and learn about possibilities in the future. Kirk left us with the thought that it is with knowledge, effort and understanding that technopeasants become technocrats, those able to help shape rather than be consumed by the future.

Conference participants visiting at the reception.

Participants

Alaska
- Joe Fields
- Erma Perry
- Rosie Peterson
- Karen Ryals

Arizona
- Barbara Blue
- Gene Blue
- Richard Froese
- Kathy Laing

Colorado
- Virginia (Ginny) Berry
- Beverly Fritschner
- Dale McCall
- Lonnie Nations

Hawaii
- Roy R. Yonahara

Idaho
- Don Brennan
- Kay Johnson
- Ed Kobe
- Tom Sahlberg
- Blaine Stevens

Illinois
- Gordon Ropp

Montana Council
- Duane Gebhardt
- Ralph Godtland
- Robert Hokom
- George McCallum
- Kathryn Penrod
- Glenn Roush
- Jim Schultz
- Gordon Simmons
- Sanny Tobin
- Mel Williams
- Lucie Willson

Other Montana
- Alex Capdeville
- Gene Christiaansen
- Wayne Elser
- Michael Flanagan
- Harold Hamm
- Vern Kosta
- William Lannan
- Andrea Merrill
- Kathy Mollohan
- Kathy Pelton
- Becky Poyneer
- Marj Reilly
- Karen Renne
- Gene Williams

Nevada
- David Hoggard
- Michael Rask

New Mexico
- Dolly Baker
- Eva-Maria Morin

North Dakota
- Larry Bamhardt
- Beverly Haas

Oregon
- Diane Davidson
- Alden Knapp
- Eleanor Knapp
- Armando Laguardia
- Jim Sayer

Utah
- Jack Higbee

Washington
- Dennis Coplen
- Elizabeth M. Stocker

Wyoming
- Mary Harrower

Speakers
- Superintendent Ed Argenbright — Montana
- John Kirk, Mountain Bell — Boise, Idaho
- Ivo Roospold, Dept. of Commerce — Denver, Colorado
- Governor Ted Schwinden — Montana Governor